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ABSTRACT

Reported upon are a total of 40 projects funded in Florida under PL 91-230, Title VI, Part B, Education of the Handicapped Act, which provides funds to states to assist in the initiation, expansion, and improvement of programs and projects for the education of handicapped children at preschool through secondary levels. Project abstracts of the various county programs are grouped by year: fiscal years 1971, 1970, 1969, and summer 1968. Project abstracts include such information as project director, number of children (and their handicaps) involved, amount of grant, brief project description, and objectives of the project. Also included in the report are a list of State Advisory Committee for Exceptional Child Education members, the urgent program needs identified in accordance with Federal guidelines for the development of a State Plan, criteria for Title VI projects to contribute to meeting these needs, and the relevant portions of the Education of the Handicapped Act pertaining to definition of handicapped, authorization of grants, allotment of funds, and State Plans. (KW)

EDUCATION FOR EXCEPTIONAL CHILDREN

ED 069081

FLORIDA TITLE VI Education for the Handicapped PROJECTS IN REVIEW

EC 050 164

DEPARTMENT OF EDUCATION
TALLAHASSEE • FLORIDA
FLOYD T. CHRISTIAN, COMMISSIONER

DIVISION OF ELEMENTARY & SECONDARY EDUCATION
BUREAU OF CURRICULUM AND INSTRUCTION
SHELLEY S. ROONE • DIRECTOR

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ED 069081

EDUCATION FOR EXCEPTIONAL CHILDREN

FLORIDA TITLE VI

PROJECTS IN REVIEW

Education for the Handicapped

DEPARTMENT OF EDUCATION
FLOYD T. CHRISTIAN, COMMISSIONER

DIVISION OF ELEMENTARY & SECONDARY EDUCATION
SHELLEY S. BOONE, DIRECTOR

BUREAU OF CURRICULUM & INSTRUCTION
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EDUCATION FOR EXCEPTIONAL CHILDREN
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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FOREWORD

The Department of Education is pleased to present this report of projects funded under PL 91-230, Title VI, Part B, Education of the Handicapped Act in Florida during the past three school years and the summer of 1968. The impact of these funds on the total State educational effort for exceptional children has been far-reaching. This federal program has enabled Florida to broaden and strengthen the exceptional child program throughout the State. We are indebted to the County School District personnel who participated in this effort to seek improvement of instruction for exceptional children.

Floyd T. Christian

FLOYD T. CHRISTIAN
Commissioner

TABLE OF CONTENTS

Foreword iii
Purpose. 1
State Plan 2
State Advisory Committee for Exceptional Child Education. 3-4
Urgent Program Needs. 5-8
Project Abstracts - Fiscal Year 1971 9
Bay County. 11
Charlotte County. 12
Dade County 13-14
DeSoto and Charlotte Counties 15
Duval County. 16-17
Hamilton (Multi-Counties) 18
Jackson/Calhoun/Liberty Counties. 19-20
Leon County 21
Levy/Dixie Counties 22-23
Orange County 24-25
Washington/Holmes/Walton Counties 26
Project Abstracts - Fiscal Year 1970 27
Alachua County. 29
Charlotte County. 30
Columbia County 31-32
Lee County. 33-34
Orange County 35-36
Palm Beach County 37
Pasco County. 38
Polk County 39-40
Santa Rosa County 41
Volusia County. 42-43
Project Abstracts - Fiscal Year 1969 45
Broward County. 47
Calhoun County. 47
Collier County. 48
DeSoto and Highlands Counties 48
Hillsborough County 49
Liberty County. 49
Okalocsa County 50
Pasco County. 50
Pinellas County 51
St. Lucie County. 52
Union County. 52
Wakulla County. 53
Washington County 53
Project Abstracts - Fiscal Year 1968 55
Broward County. 57
Dade County 57-58
Escambia County 58
Hillsborough County 59
Palm Beach County 60
Sarasota County 60
Appendix 61-68

P U R P O S E

PL 91-230 Education of the Handicapped Act

The Law.....

> Sec. 611 (a) The Commissioner is authorized to make grants pursuant to the provisions of this part for the purpose of assisting the States in the initiation, expansion, and improvement of programs and projects for the education of handicapped children at the preschool, elementary school, and secondary school levels.

The Guidelines.....

> Title VI is a child centered program in special education. It is not a general support program, nor is it a construction media or training act.....Title VI funds are generally used to stimulate the development of comprehensive, quality programs and services or to support activities which are in addition to or go beyond minimal basic types of programs normally supported by State reimbursement aids.

STATE PLAN

The Law.....

> Sec. 613. (a) Any State which desires grants under this part shall submit to the Commissioner through its State educational agency a State plan (not part of any other plan) in such detail as the Commissioner deems necessary. Such State plan shall--
>
> (1) set forth such policies and procedures as will provide satisfactory assurance that funds paid to the State under this part will be expended (A) either directly or through individual, or combinations of, local educational agencies, solely to initiate, expand, or improve programs and projects, including preschool programs and projects, (i) which are designed to meet the special educational and related needs of handicapped children throughout the State, and (ii) which are of sufficient size, scope, and quality (taking into consideration the special educational needs of such children) as to give reasonable promise of substantial progress toward meeting those needs, and (B) for the proper and efficient administration of the State plan (including State leadership activities and consultative services), and for planning on the State and local level.

Accordingly, a State Plan was approved by the Florida State Board of Education on November 14, 1967, and was subsequently approved by the U. S. Office of Education.

Procedures were established for the initiation, review, and approval of projects. An advisory committee was proposed and urgent problem needs were identified.

State Advisory Committee for Exceptional Child Education

The State Advisory Committee for Exceptional Child Education was appointed by the Commissioner of Education in the fall of 1967 to make specific recommendations concerning: the development of priorities for program support under Title VI; and the determination of specific projects to be funded. In November, 1969, the duties of the committee were broadened to include specific recommendations concerning procedures and policies for operation of the total Exceptional Child Program including the provisions under Title VI.

The composition of the committee is representative of allied services agencies, public and non-public schools, and professions concerned with education of handicapped children and youth.

MEMBERS - 1970-71

Mr. Robert S. Black	St. Lucie County Schools	Director, Exceptional Child Education
Dr. W. E. Combs	Florida A & M University	Professor of Education
Dr. Charlie Council	Florida Atlantic University	Professor of Education
Mrs. Jo Ann Cox	Tallahassee, Florida	Lay Member
Mr. Robert Eaton	Tallahassee, Florida	Assistant Director, Division of Retardation
Mr. Frank Farmer	Hillsborough County Schools	Assistant Superintendent for Instruction
Mrs. Barbara M. Heilig	Highlands County Schools	Speech Therapist
Mr. Jack Morgan	Tallahassee, Florida	Educational Director, Division of Youth Services
Mr. Jack McAllister	Tallahassee, Florida	Executive Director, Association for Retarded Children
Mrs. Frances McGlanan	McGlanan School for Dysphasic, Miami, Florida	Director
Mr. Craig Mills	Tallahassee, Florida	Director, Division of Vocational Rehabilitation

MEMBERS - 1970-71
(Continued)

Mr. E. J. Prymas	Lee County Schools	Assistant Superintendent for Instruction
Mrs. Nathan S. Rubin	Pensacola, Florida	Past President, Florida Congress PTA
Dr. L. L. Schendel	Florida State University	Department Chairman, Habilitative Sciences
Sister Ann Thomas	Barry College	Department Head, Education Department
Dr. Fred Turner	Tallahassee Community College	President
Mrs. Julia Wickersham	Jacksonville, Florida	Director, Exceptional Child Education
Dr. John J. Wright	Tallahassee, Florida	Director of Community Services, Division of Mental Health

PAST MEMBERSHIP

Dr. Ira Gordon	University of Florida	Director, Institute of Development of Human Resources
Mrs. Betty Howe	Gateway School Orange County	Teacher, Emotionally Disturbed Children
Charlotte Maguire, M.D.	Orlando, Florida	Director, Florida Crippled Children's Commission
Miss Dorothy Ozburn	Dade County Schools	Consultant, Exceptional Child Education
Dr. Tommy Russell	Bay County Schools	Director, Exceptional Child Education
William B. Weil, Jr., M.D.	University of Florida Medical Center	Professor, Pediatrics
Dr. Cecil Carlton, Jr.	Taylor County Schools	General Supervisor

Urgent Program Needs

In accordance with federal guidelines for the development of a State Plan, urgent program needs were determined. A list of priorities was submitted to the Advisory Committee for their review and adoption. The original list of urgent program needs was selected for Title VI priorities during the first year of funding with emphasis changing from year to year as needs were determined by changing program developments and state resources. Original urgent needs selected were:

1. Need for competent leadership personnel to establish and coordinate multi-county programs in special education.

2. Need for increase in competent leadership personnel to work directly with teachers in the improvement of instruction for various types of handicapped children.

3. Further development of demonstration and model programs to assist in in-service training of teachers and program development throughout the State.

4. Emphasis on extension of programs into all age groups so that a sequential program of preschool to elementary, to junior high, to senior high will exist.

5. Initiation, expansion, and improvement of programs often on a regional basis for low prevalence groups such as deaf, trainable mentally retarded and multiple-handicapped.

6. Initiation of programs of early identification of preschool children and parent education for select areas of exceptionalities.

7. Initiation, expansion, and improvement of programs in the education of children with emotional and/or specific learning problems.

8. Operation of summer programs for purposes of identification, in-service training, curriculum development and intensive programming for selected handicapped children.

9. Development of in-service training programs for preparation of personnel in connection with programs and projects under Title VI.

10. Initiation of programs of an innovatice or exemplary nature which would serve as a model for state-wide expansion.

The State Exceptional Child Advisory Committee met in December, 1970, reviewed the state exceptional child program, and recommended priorities for

Fiscal Year 1972 Title VI funding. Of the fifteen problems selected for state-wide emphasis, four were selected for Title VI priorities. Specific criteria were determined to contribute to solving the four problems identified. Criteria were disseminated to the districts for project applications.

I. There is need for improvement in the quality of programs for exceptional children through upgrading leadership and supervisory personnel and an increase in such services.

Criterion for Title VI projects to contribute to solving this problem:

1. Projects limited to multi-county leadership personnel: such as administrator, coordinator, supervisor or consultant.

II. There is a lack of sequential and quality programs for low prevalence areas - blind, deaf, trainable mentally retarded, and physically handicapped.

Criteria for Title VI projects to contribute to solving this problem:

1. Projects will be limited to initiation of programs that would become state or locally funded in two years.

2. Multi-county programming will be considered when the number of children will not justify a single county program.

III. There is a lack of in-depth procedures for the evaluation of special education programs.

Criteria for Title VI projects to contribute to the solution of this problem:

1. Projects limited to accountability studies of programs for selected exceptionalities. For Fiscal Year 1972, areas selected will be trainable mentally retarded and speech impaired. "Accountability" is defined as a process of relating the utilization of resources and efforts toward attainment of desired results in ways which are useful for decision making and resource allocation.

   The intent of these studies is to account for ongoing programs without any additional assistance (such as materials, personnel, transportation, or equipment) through project funds.

A. Criteria for programs for the trainable mentally retarded applying for funding for accountability study:

(1) Evidence of an ongoing instructional program of more than three years in existence.

(2) Evidence of a program sufficient to permit grouping of children by similar levels of instruction. (Not less than three groups.)

(3) Evidence of the experience and certification of instructional personnel.

(4) Evidence of existing curriculum stated in behavioral terms.

(5) Evidence of use of measurement techniques for assessment of behavioral outcomes.

(6) Project funds are not to be used for instructional personnel or paraprofessional instructional assistants.

(7) Project funds may be used to purchase assistance (materials, personnel, or equipment) for the development of collection of accountability data, and for dissemination of information.

B. Criteria for programs for the speech impaired applying for funding for accountability study:

(1) Evidence of an ongoing speech therapy program of more than three years in existence. If only one therapist in program, he must have been in the program for two consecutive years.

(2) Evidence of program objectives which include the following and their relationships:

(1) Statement of therapy goals for students, and

(2) Statement of school goals for communication.

(3) Evidence of current procedures for screening, identification, case selection, etc.

(4) Behavioral outcomes in the communicative process will be assessed in accordance with therapy goals and school goals.

(5) Statement of rationale for the basis of selection of scope of accountability study - selected students, selected therapists, selected schools or total county program. The scope of the study should be broad enough to demonstrate a representative sample of the total speech therapy program within the school district.

(6) Project funds may be used to purchase assistance (materials, personnel, or equipment) for the development or collection of accountability data, and for dissemination of information.

2. Although it is proposed that these specific accountability students will help solve this problem of in-depth procedure for evaluation of speech education programs, the evaluation component of each Title VI project will also contribute to the solution of this problem.

IV. There is a lack of available, appropriate early childhood educative experiences for children with disabling handicaps to prevent educational lags during their formal school life.

Criteria for Title VI projects to contribute to the solution of this problem:

1. Projects may be submitted for any area of exceptionality but there must be evidence that there are a sufficient number of children identified for the project.

2. Age range of children may be 0 to 5 years.

3. Evidence must be shown of cooperative work with appropriate agencies and professional personnel for provision of identification and diagnostic services.

PROJECT ABSTRACTS

FISCAL YEAR 1971

BAY COUNTY

Bay County Schools
1020 Bay Avenue
Panama City, Florida 32401

Mr. Thomas C. Todd, Superintendent
Mrs. Nelle Messer, Project Director

TITLE: Special Education Center

Number of Children	Handicap	Period	Amount Awarded
57	Varying Disabilities	9-1-70 8-31-71	$ 55,200.00
68	Varying Disabilities	9-1-69 8-31-70	51,439.00
52	Varying Disabilities	7-1-68 6-30-69	61,819.00
32	Varying Disabilities	3-1-68 7-26-68	22,995.00

ABSTRACT: This project provides educational services for children in the following categories: preschool deaf, preschool intellectually handicapped (educable mentally retarded, brain-damaged, undiagnosed), and elementary school age children with emotional or adjustment problems so severe as to prevent their functioning effectively in a regular class.

Curriculum in the class for the preschool deaf is designed to prepare the child for formal education. Activities which will provide experiences related to language development and communication skills are used. Individual hearing aids and Accousta Portable Trainers are utilized in order to augment any residual hearing the children may have.

Basic curriculum in the Diagnostics class takes a diagnostic approach. Behavior modification and development of basic language concepts are primary goals.

Curriculum in the class for Preschool Mentally Handicapped consists of activities designed to help the child become aware of his environment and his relationship to it.

Curriculum in the Adjustment classes is planned to meet the academic needs of the students on an individual basis. Also, there are group experiences centering around activities of common interest. Much time is spent in helping the child to understand himself and his problems and in developing self-control and self-motivation.

Teachers in all the classes use individualized instruction and behavior modification techniques to bring about desired behavioral changes.

During 1970-71, a new emphasis is being placed on evaluation with the purchase of third party evaluators to make an in-depth assessment of two aspects of the project: preschool diagnostic class, and preschool EMR class. A number of standardized instruments are being used for pre- and post evaluation, i.e., TMR and EMR performance profiles, Preschool Language Scales, and outside objective teacher evaluation records.

CHARLOTTE COUNTY

Charlotte County Schools
1016 Education Avenue
Punta Gorda, Florida 33950

Dr. James Longstreth, Superintendent
Mr. Carl E. Hornsby, Project Director

TITLE: Educational Development and Utilization of a Composite Approach to Teaching the Exceptional (EDUCATE)

Number of Children	Handicap	Period	Amount Awarded
362	Educable Mentally Retarded	9-1-70 8-31-71	$ 30,478.00

ABSTRACT: Project EDUCATE provides individualized instruction for exceptional children in Charlotte, DeSoto, Glades, Hardee, and Hendry Counties by developing an in-service training program based on:

1. The identification, by special class teachers, of the instructional needs of their educable mentally retarded students;

2. The translation of these needs into specific instructional skills which can improve the learning behavior of the EMR; and

3. The incorporation of identified skills into a teacher training program to utilize shaping techniques, perceptual modeling, micro-teaching, and videotape recording and monitoring to modify teaching techniques in accordance with the identified skills.

It is projected that the training program so developed, EDUCORSE 1, will become the property of the State Department of Education and distributed through them to local school systems in Florida as a completely self-contained, field-tested, and evaluated package for in-service training of special class teachers of the EMR and as a prototype for the development of other such programs. Project personnel include a program specialist, evaluation consultants, and part-time administrative and secretarial assistance.

Evaluation instruments will be designed by Dr. Gordon Foster, evaluation consultant for the Curricula Improvement Center and "Creative Media for the Handicapped." Statistical analysis of evaluation data will be prepared by him and his staff.

In addition to the ongoing evaluation of the program's efficacy in meeting its stated objectives, as described above, other measures of assessment will be utilized to determine:

1. The coherence of the total program as a self-contained in-service training package, and

2. The technical quality of videotaped program materials.

Dr. Walter Bord of the Far West Laboratory for Educational Research and Development will provide consultation at critical stages in the development process to evaluate and revise program products evolved in these stages. A television production specialist will be retained as a consultant to assess and revise videotaped instructional and model lessons in terms of technical quality as well as achievement of content objectives.

DADE COUNTY

Dade County Public Schools
1410 N. E. Second Avenue
Miami, Florida 33132

Dr. E. L. Whigham, Superintendent
Miss Dorothy L. Ozburn, Project Director

TITLE: Center for Emotionally Disturbed

Number of Children	Handicap	Period	Amount Awarded
70	Emotionally Disturbed	9-1-70 8-31-71	$ 115,000.00
69	Emotionally Disturbed	9-1-69 8-31-70	118,089.00
26	Emotionally Disturbed	3-1-69 8-31-69	68,435.00

ABSTRACT: The project provides for a center for emotionally disturbed pupils in the southwest regional area of Dade County. The main objectives of the program are:

1. To educate emotionally disturbed pupils using proven clinical and prescriptive instructional methods;

2. To provide the pupils and their parents with the most enlightened mental health services available; and

3. To return these pupils to their respective community schools with the skills necessary to successful life adjustment.

Prior to the initiation of the Title VI-A Program in 1969, special education resources for emotionally disturbed children were limited. Pupils with this disability remained in the regular program or were referred to community agencies with an already over-extended case load. With the initiation of the Title VI-A Project, there has been a growing interest on the part of professionals, parents and community agencies serving emotionally disturbed pupils.

Last year, 51 students were admitted to the school, which emphasizes individualized instruction based on a reward system. The staff psychologist structures these programs according to the nature of the disturbance and the student's unique educational needs.

Eight teachers, a head teacher, a psychologist, and a social worker are supervised by a project manager. Supporting personnel consist of two full-time paraprofessional aides, and six aides employed on an hourly basis.

The proposed evaluation is designed to describe the operational status of Southwest Clinical School, and to assess the extent to which its objectives are being met. The evaluation will take two forms. The first of these forms is a follow-up study of the school behavior and attitudes towards school for students previously enrolled at Southwest Clinical School. The second method will examine trends in school related attitudes and behavior for pupils currently enrolled at the school.

The planned objectives of the evaluation are as follows:

Objective 1. DETERMINE THE EFFECTIVENESS OF SOUTHWEST CLINICAL PROCEDURES BY EVALUATING THE CURRENT ADJUSTMENT OF STUDENTS PREVIOUSLY ENROLLED AT THE SCHOOL.

1.1 Measure adjustment following return to regular classes by means of a teacher-rated behavior checklist.

1.2 Compare follow-up rating data to data from a control group randomly selected from the same classes.

Objective 2. ASSESS TRENDS THROUGH PRE- AND POST-TESTING, AMONG CURRENTLY ENROLLED SOUTHWEST CLINICAL STUDENTS.

2.1 Measure trends in academic achievement - Stanford reading and math.

2.2 Measure trends in attitudes toward school.

2.3 Measure changes in behavior through observational techniques.

DESOTO AND CHARLOTTE COUNTIES

District School Board of
DeSoto County
Box 111
Arcadia, Florida 33821

Mrs. Margaret Murphy, Superintendent
Mrs. Marilyn Mizell, Project Director
Mr. Gary Small, Co-Director

TITLE: Charlotte and DeSoto County Exceptional Child Program for Trainable Retarded

Number of Children	Handicap	Period	Amount Awarded
2/	Trainable Mentally Retarded	9-1-70 8-31-71	$ 52,235.00

ABSTRACT: This program provides for trainable mentally retarded youngsters from DeSoto and Charlotte Counties at the Ft. Ogden School in DeSoto County.

Youngsters are separated into three groups: primary, intermediate, and upper (13-20) with the curriculum directed at all levels toward the development of the competencies, adjustments and maturity for community living.

Essential to the development of these competencies are:

1. The development of self-care skills as individual participants and as group participants.

2. The development of language, both inner-language and spoken language.

3. Adjustment in the home and neighborhood as an extension of the school environment.

4. Development of practical skills directed toward economic usefulness, either in the home as a contributing member of the household or in a sheltered environmental situation.

Evaluation criteria involve informal and formal evaluation as follows: The Minnesota TME Rating Scale will be used to record individual deficits at the beginning of the project and improvement factors during the post evaluation period. The rating scale, based upon established goals for the trainable child, provides teachers with an objective and accurate method for utilizing their observations. Selected developmental listings relating to a student's performance are evaluated by a specifically defined 0-4 rating scale in each of the following major areas most frequently referred to in curriculum guides for the severely retarded: social behavior, self-care and safety, communication, basic knowledge, practical skills, and body usage and health.

Also included in the evaluation components are student performance records for all sub-test sections at both the pre-test and post-test period. Teacher evaluations and observations along with the aide evaluation, will be recorded in the form of a three-point scale indicating if the child has benefited from the program. The evaluation procedures set out above are directed toward establishing hypothesis that self-care is a global judgment which is partially dependent upon development in the areas mentioned above.

DUVAL COUNTY

Duval County Schools
1230 Pippin Street
Jacksonville, Florida 32206

Dr. C. H. Hardesty, Superintendent
Mrs. Patricia A. Hollis, Project Director
Mrs. Julia Wickersham, Program Administrator

TITLE: Project FULFILL: Further Useful Living for Intellectually Limited Learners

Number of Children	Handicap	Period	Amount Awarded
40	Educable Mentally Retarded	9-1-70 8-31-71	$ 94,500.00
47	Educable Mentally Retarded	9-1-69 8-31-70	91,748.00
30	Educable Mentally Retarded	9-1-68 8-31-69	68,365.00
10	Educable Mentally Retarded	3-15-68 8-31-68	21,728.00

ABSTRACT: This program is designed to meet the specific learning needs of children with multiple handicaps in four model demonstration classrooms. The project also provides in-service training for teachers of classes for educable mentally retarded and other teachers in the Exceptional Child Department. In addition, it requires parent interaction in a parental education program designed to bring about attitudinal changes and to assist parents in interpreting the educational and behavioral changes in their children.

Specific objectives are:

1. To lengthen attention span to fifteen minutes independent "on task" performance for 50% primary class students and thirty minutes independent "on task" for 60% of intermediate class students as determined by time/movement rates on two week intervals following the securing of baseline data.

2. To increase number of days in school for forty students as shown on teacher maintained attendance records to reflect daily attendance which is in accord with average expectations of fifteen days absence out of 180 days for 75% of students.

3. To improve the reading score of 75% of children with poor reading ability by an increase of three months, grade level placement, through an individualized reading program. The test used will be the Slosson Reading Test administered in October and May.

4. To improve spelling scores for forty children as measured on the Kottmeyer Diagnostic Spelling Test by an increase of two months on grade level achievement scores for 50% of the children tested.

5. To improve mathematic skills for forty children as measured by the California Arithmetic Test by four months increase on grade level achievement scores for 50% of children tested.

6. To prepare children who are non-readers to attain a measurable reading score by developing a reading readiness program which meets their individual needs as determined by zero word recognition skill contrasted to a measurable score on the Slosson Reading Test during seven months of readiness training. Any score above zero for 80% of those tested will be the measure of success.

Data processing of all scores, attendance records and the graphed information will be contracted. This includes transformation of data into computer input format and subsequent computer statistical analysis. The results of this processing will be used to assess student performance and make comparisons with the minimum criterion level of the behavioral objectives.

HAMILTON (Multi-Counties)

Hamilton County School Board
P. O. Box 192
Jasper, Florida 32052

Mr. James L. Dunaway, Superintendent
Mr. Thomas S. Warren, Project Director

TITLE: Developing and Coordinating a Comprehensive Exceptional Child Program in Five Rural, North Florida Counties

Number of Children	Handicap	Period	Amount Awarded
341	Varying Disabilities	9-1-70 8-31-71	$ 19,200.00
404	Varying Disabilities	9-1-69 8-31-70	17,877.10
425	Varying Disabilities	2-28-68 5-31-69	15,763.41
595	Varying Disabilities	3-18-68 6-30-68	13,608.00

ABSTRACT: This project provides a coordinator/consultant for the Exceptional Child Programs in six North Florida counties (Jefferson, Hamilton, Taylor, Madison, Wakulla and Suwannee). The coordinator/consultant is a member of the Regional Joint Consultive Service Center.

The objectives of this project are:

1. To develop a cooperative exceptional child program in the schools of the six counties,

2. To develop interest and commitment on the part of exceptional child teachers to the development of comprehensive instructional programs,

3. To develop positive teacher attitudes toward concepts pertinent to exceptional child education,

4. To improve the skill and increase the expertise of exceptional child teachers, and

5. To increase the number and appropriateness of exceptional child facilities.

Evaluation of the effectiveness of the program will be conducted by an outside team. Each of fourteen objectives will be evaluated separately using rating scales, test batteries, performance checklists, and tabular statistics with simple data description.

JACKSON/CALHOUN/LIBERTY COUNTIES

Jackson County Schools
Drawer "S"
Marianna, Florida 32446

Mr. Robert E. Childs, Superintendent
Mrs. Joan Gesslein, Project Director

TITLE: Hope School Project for Trainable Retarded and Multiply Handicapped Children and Youth in Jackson, Calhoun and Liberty Counties

Number of Children	Handicap	Period	Amount Awarded
50	Trainable Mentally Retarded	9-1-70 8-31-71	$ 23,440.00
41	Trainable Mentally Retarded	9-1-69 8-31-70	21,905.00
34	Trainable Mentally Retarded	9-1-68 8-31-69	23,993.00
12	Trainable Mentally Retarded	3-1-68 8-31-68	19,149.38

ABSTRACT: This project is designed to provide an instructional program and related services for moderately and severely retarded and multiply handicapped children and youth from three rural counties in northwest Florida: Jackson, Calhoun and Liberty.

With the initial funding, in 1968, of the first year of this multi-year project, one teacher and three teacher aides were employed, enabling the program to double enrollment. Three station wagons were purchased to provide transportation, curriculum changes were made; and instructional materials and equipment were purchased. Funding in succeeding years has made possible:

1. An increased enrollment, to 41 students at the end of the 69-70 school year (69-70)

2. The inclusion of all children from Calhoun County needing this program (69-70)

3. The initiation of a six weeks summer program for severely retarded from the two county area (summers of 68 and 69)

4. Transportation for those children living in remote parts of the two county area who previously were unable to attend (68-69, 69-70)

5. In-service training of teachers and teacher aides employed in the program (68, 68-69)

6. Overall curriculum improvement and expansion, with resulting student gains (68, 68-69, 69-70)

Specific objectives are:

1. To expand the program through the addition of staff and transportation services to include children from Liberty County;

2. To develop a Parent-Teacher Conference Guide and initiate a parent education and information program;

3. To develop specific competencies in the vocational area of the Intermediate and Senior level students, utilizing techniques of behavior modification and contingency contracting;

4. To increase classroom participation and response of the multiply handicapped students in the school; and

5. To provide school lunch services which meet the minimum state and county health standards.

The majority of the students in the project are from economically disadvantaged rural areas; 52% of the students are from families who are economically deprived.

Teachers will be instructed in the use of behavioral frequency counts. Evaluation of each behavioral segment will be made by comparison of pre-program frequency data. This will provide a ready objective criterion for those behavioral responses where frequency is central, such as increase in frequency of desired behavior or decrease in frequency of undesired behavior. There will remain, however, a teacher judgment factor in evaluation of those behaviors in which a change in quality rather than frequency is the objective. In order to minimize the subjective judgment factors in evaluation of behavioral changes involving quality of responses rather than frequency, each teacher will be provided with a rating scale and instructed in its use. These rating scales should prove particularly effective in assisting the teacher to record progress in areas such as personal grooming and observance of the social amenities.

A supplement is being developed for the TMR profile, and a Parent-Teacher Conference Guide is being written.

Profiles and standardized testing revealed significant gains in accounting for student progress. Pre and post enrollment figures evidence attainment of increased servicing for the exceptional children in this district.

LEON COUNTY

Leon County School District
P. O. Box 246
Tallahassee, Florida 32302

Mr. F. W. Ashmore, Superintendent
Mr. C. L. Moon, Project Director

TITLE: Multi-County Program for Hearing Impaired Children, Deaf and Hard of Hearing

Number of Children	Handicap	Period	Amount Awarded
50	Hard of Hearing and Deaf	8-24-70 6-30-71	$ 84,000.00

ABSTRACT: The project provides a program for hearing impaired children by supplementing the existing exceptional child program through the establishment of a cooperative Multi-County Program for hearing impaired children with Leon County serving as the host county.

Objectives are:

1. To provide an educational program for hearing impaired children living within a 60-mile radius of Tallahassee, Florida.
2. To provide transportation for these children to the special education program for deaf and for hard of hearing children.
3. To provide additional qualified personnel for the education of these children.
4. To provide educational media for the instruction of these children.
5. To provide a sequential curriculum in receptive and expressive language.
6. To instruct parents of hearing impaired children in ways of assisting in the development of and the reinforcement of skill of communication.
7. To provide in-service training of teachers.

Emphasis is being placed on evaluation with the purchase of third party evaluators. An in-depth assessment of objectives for language will be made using the Receptive-Expressive Language Scale and the Quill Curriculum Guide as sources of information.

LEVY/DIXIE COUNTIES

Levy County Schools
P. O. Box 128
Bronson, Florida 32621

Mr. Lee Martin, Superintendent
Mrs. Jo Ellen Kellermann, Project Director

TITLE: Multi-County Exceptional Child Program

Number of Children	Handicap	Period	Amount Awarded
338	Varying Disabilities	9-1-70 8-31-71	$ 24,950.00
635	Varying Disabilities	8-1-69 7-31-70	41,200.00
599	Varying Disabilities	8-1-68 7-31-69	42,200.00
954	Varying Disabilities	3-1-68 8-31-68	9,950.00

ABSTRACT: The initial program provided for identification of various handicaps among regular school children, Phase I (1968) was basically an identification project. The initial identifications were made by teachers, counselors, social workers, and lay people. Simultaneously, a Consulting Team consisting of representatives from the State Department of Education, Department Head of Special Education of the University of Florida, a psychologist and pediatrician from Shands Teaching Hospital, together with the Directors of Instruction from the two counties met to guide the screening process, to provide for individual diagnostic work, and to help develop a sound curriculum based on the findings. In the 1969-70 period, a motorized mobile van plus necessary equipment for the specific learning disabilities program was purchased. The current 1970-71 project contains the following components:

1. Coordination services, and

2. Specific learning disabilities program.

Major project objectives, designation of pupils to whom the objectives are applicable and description of activities to accomplish these objectives are criteria for evaluation of the Multi-County-Special Education Project. This additional emphasis is being placed on evaluation with the purchase of third party evaluators.

Major coordination objectives (objectives are relative to program planning for pupils and administrative tasks rather than direct pupil behavior) are:

1. Pupils will be appropriately placed and/or dismissed in relation to all components of the special program.

2. In-service learning experiences will be planned in relation to the total in-service training plans for the counties.

3. Curriculum content will be cooperatively planned with special education personnel and written in behavioral terms.

4. Structure will be provided for implementation of diagnostic assessment, program placement, and other evaluative data.

5. The identification and screening process will be continuous in the schools of the area.

6. The public will be informed of available services of the special education project in the area.

7. Appropriate instructional and diagnostic materials will be available for pupils in the program.

8. Accounting of the pupils participating in the program will at all times be current and available for administrative use.

9. Pupil problems will be related to appropriate interventions which may be employed by the teacher or therapist.

10. Coordination time will be used to best advantage in line with over-all program goals.

11. The specific learning disabilities mobile facility will be efficiently and effectively utilized.

12. Local, state, and federal funding sources will be tapped effectively.

13. A comprehensive plan will be structured with long-range goals considered.

14. The public will be informed of the special education program and its growth needs.

15. A relevant curriculum will be implemented in the EMR classes.

16. The over-all special education program and the Title VI components will be evaluated as to effectiveness in promoting pupil behavior change, impact on the community, and multiplier effect in the school system.

Detailed objectives, activities and evaluative criteria for all components are included in the project application.

ORANGE COUNTY

Orange County Schools
434 North Tampa Avenue
P. O. Box 271
Orlando, Florida 32802

Mr. James Higginbotham, Superintendent
Mr. William R. Thomas, Project Director

TITLE: Playground for Physically and Perceptually Handicapped Children

Number of Children	Handicap	Period	Amount Awarded
118	Physically Handicapped	9-1-70 8-31-71	$ 39,408.00
118	Physically Handicapped	9-1-69 8-31-70	31,616.00
121	Physically Handicapped	9-1-68 3-31-69	41,458.00
103	Physically Handicapped	3-1-68 8-31-68	39,361.00

ABSTRACT: The project for the 1970-71 year proposes to utilize a specially designed playground to reinforce certain aspects of therapy training and to create an opportunity for the development of motor perception in the physically disabled child. The purpose in the operation of the program is to test the effect of these experiences upon either the elimination or amelioration of perceptual deficits in physically disabled children. The project poses to enhance the future growth necessary to educational readiness to physically disabled children regardless if they are from rural or inner city areas. Generally, the provisions for this program have been the same over the years from the 1968 program. Techniques have changed to activities on the playground with free play situations and a directed play program. Staff includes teachers, therapists, and consultants to the program. Observations and participation when practical, of parents and other individuals such as volunteers, civic groups, and university groups, have been urged.

The program has involved groups of children as follows:

1. Children with a physical disability of neurological etiology who appear to have a loss in the perceptual areas.

2. Children with physical disabilities without a neurological etiology who appear to have a perceptual loss.

3. Children with physical disabilities but no seeming perceptual loss.

4. Children who appear to be normal physically and perceptually.

Evaluation techniques in previous years have taken the form of film pre- and post-testing, analyzed by a kinesiologist to determine the improvement and/or change in the child as a result of program treatment.

The evaluation for the 70-71 school year will be accomplished in two phases: quasi-experimental and descriptive. The more fundamental questions seem to be:

1. Can it be generally demonstrated that the specialized facilities at Forrest Park School contribute substantially more to improvement in handicapped children than do more conventional programs?

2. How can the results of the evaluation best be described so as to provide meaningful feedback for future program modification, i.e., current weaknesses in the programs?

Therefore, the following procedure will be accomplished:

1. There will be identified a quasi-control which will be generally equivalent to the Forrest Park students except for the specialized facilities.

2. The Motor Attribute Screening Test will be administered to groups in a pre and post situation.

3. The Social Behavior Rating Scale will be administered in a pre and post situation.

4. The data will be analyzed utilizing "Multivariance" -- a Fortran IV program which will perform an exact least squares analysis of co-variance utilizing the pre-test scores as covariates.

WASHINGTON/HOLMES/WALTON COUNTIES

Washington County School Board
Railroad Avenue
Chipley, Florida 32428

Dr. Al G. Lowe, Superintendent
Mrs. Helen Mahs, Project Director

TITLE: Program for Trainable Mentally Retarded and Deaf Children of the Tri-County Area

Number of Children	Handicap	Period	Amount Awarded
50	Trainable Mentally Retarded Deaf	9-1-70 8-31-71	$ 91,104.00
38	Trainable Mentally Retarded	9-1-69 8-31-70	92,914.00
123	Varying Disabilities	9-1-68 8-31-69	60,500.00
44	Varying Disabilities	3-1-68 6-30-68	30,000.00

ABSTRACT: The present project provides a regional multi-county program to include coordinating services and instructional programs for trainable mentally retarded children and deaf children. Specifically, these are set forth in the following objectives:

1. To continue to provide a coordinator for the Special Education Program of Holmes, Walton and Washington Counties. This person also coordinates and administers the Title VI project.

2. To provide diagnostic services. These are contracted services form the Bay County Guidance Clinic in Panama City, Florida.

3. To maintain two TMR Centers established and continued for 45 children. Walton County children served in DeFuniak Springs, Florida. Holmes and Washington County children served at Hillcrest School in Bonifay, Florida. Five teachers, six aides, cook and bus drivers employed.

4. To initiate a new program for deaf children or those with severe hearing loss in Washington, Holmes and Jackson Counties.

The project has generally expanded in the above areas with an additional component to the 1970-71 project. This is an in-depth assessment prepared by outside evaluators to design and implement data collection, tabulation procedures and data analysis. Particular areas of assessment are language development, behavior modification, and TMR behavioral objectives.

PROJECT ABSTRACTS

FISCAL YEAR 1970

ALACHUA COUNTY

Alachua County Schools
1817 East University Avenue
Gainesville, Florida 32601

Mr. W. S. Talbot, Superintendent
Mrs. Lucy T. Beckum, Project Director

TITLE: Improving Instruction for the Mentally Retarded

Number of Children	Handicap	Period	Amount Awarded
506	Mentally Retarded	7-1-69 8-31-70	$ 13,646.00
520	Mentally Retarded	7-1-68 8-31-69	19,346.00
506	Mentally Retarded	3-1-68 8-31-68	13,424.00

ABSTRACT: One curriculum coordinator was employed to work directly with teachers of the mentally retarded by going into individual classrooms and helping the teachers to identify specific needs and then finding ways to meet those needs.

Many new instructional materials, written on high interest-low vocabulary level, were purchased and put into use in the classroom. This permitted and encouraged much more individualized instruction, thereby helping each child to attain a higher level of functioning than he could have otherwise.

In-service teacher education was carried out through carefully planned workshops, through intra-county visitation among the teachers and through planned meetings with the curriculum coordinator.

Continued development and revision of curriculum guides and handbooks also helped to strengthen the program, thus improving classroom performance of the mentally retarded students.

Outcomes of the program were:

1. A rating form was developed to evaluate classroom organization and management.

2. Teachers evaluated new instructional materials for the purpose of recommending future purchases.

3. Teachers' daily lesson plans showed definite improvement in program planning.

4. Changed attitudes of principals were noted as they became involved in program planning with teachers of the retarded.

5. As principals and teachers became more involved and worked toward individualizing instruction, the students in turn displayed changed attitudes and work production.

CHARLOTTE COUNTY

Charlotte County Schools
1016 Education Avenue
Punta Gorda, Florida 33950

Dr. James Longstreth, Superintendent
Mr. Gary R. Small, Project Director

TITLE: Work-Study Program for High School Age Exceptional Students

Number of Children	Handicap	Period	Amount Awarded
15	Mentally Retarded	8-20-69 6-17-70	$ 10,939.00
15	Mentally Retarded	8-19-68 6-5-69	13,326.00
15	Mentally Retarded	5-6-68 7-31-68	6,493.00

ABSTRACT: A work-study program was provided mentally retarded senior high school students. The program was designed around a three-year planned curriculum with special required courses leading to graduation. Upon completion of required courses, those pupils, having completed the three-year course, were given a diploma and graduated with the senior class. For those pupils who did not graduate, referral was made to the Division of Vocational Rehabilitation. This insured job preparation for all enrolled. Of the original fifteen students who enrolled in the program six continued participation in the program.

Major objectives of the program were:

1. Provided for an "on-the-job" training program coordinated with a study activity program.

2. Participation in a cooperative school-community effort toward realistic life and job preparation for selected students.

3. Coordinated planning for students in terms of specified learning activities, leading to job preparation and "on-the-job" supervised activities.

4. Provided guidance activities for attitudes, appearance, etc.

5. Provided information to civic groups to explain the program.

6. Parent-school conferences.

Prior to initiation of this project, no program was available beyond the junior high school for educable mentally retarded youth in Charlotte County.

COLUMBIA COUNTY

Columbia County Schools
P. O. Box 1148
Lake City, Florida 32055

Mr. Silas Pittman, Superintendent
Mrs. Betty Allison, Project Director

TITLE: Exemplary Junior High School Program for the Educable Retarded

Number of Children	Handicap	Period	Amount Awarded
26	Educable Mentally Retarded	9-1-69 8-31-70	$ 17,886.00
36	Educable Mentally Retarded	7-1-68 6-30-69	15,756.00
	Educable Mentally Retarded	3-1-68 6-30-68	8,000.00

ABSTRACT: Essential features of the program included a learning and resource center staffed with two teachers and one teacher-aide who utilized a team-teaching approach for junior high school students.

Major objectives of the program were:

1. To increase basic skills of numerical usage and communications needed for becoming useful citizens in the community as reflected by improved performance on standardized tests and teacher-made tests and effective correlation with other classrooms and non-classroom experience.

2. To increase opportunities for active social involvement as evidenced in improved social and personal skills.

3. To increase understandings necessary for intelligent consumership and effective home life.

4. To improve average daily attendance.

In addition, effective coordination of the program for exceptional children with various programs and subjects within the "regular" curriculum was accomplished. Examples of the kinds of educational experiences which were provided through this design are listed below:

1. Within learning and resource center:

   a. Personalized learning activities for basic skills development.

   b. Personalized and group activities for improving interpersonal relationships.

   c. Activities and experiences developed through flexible unit teaching involving real life activities inside and outside school. Such activities related

to preparation for intelligent citizenship in addition to providing for realistic development and use of academic skills.

2. Interrelated with regular junior high program:

   a. Scheduling of selected individual students in courses believed to have significant educational value for them.

      (1) Agriculture and agriculture-related occupations experiences, appropriate shop work and work with small engines.

      (2) Industrial arts with experiences designed to provide prevocational training and the identification of aptitude and skills for further development at high school level and/or Area Vocational Technical Center.

      (3) Junior High School Work Experience Program.

      (4) Home Economics.

      (5) Basic business and consumer course offerings.

      (6) Art.

      (7) Music (general music and/or choral).

      (8) Physical Education (regular and adapted).

      (9) Remedial reading program.

      (10) Applicable short term courses - usually 12 weeks - in health, safety, handwriting and others to be planned.

      (11) Driver Education.

   b. Participation on group and individual basis in co-curricular programs and activities and activities of the school.

   c. Guidance and counseling services were provided through close cooperation among counselors and exceptional education teachers.

   d. Supportive services in health, speech therapy, and psychological testing was provided through the Special Services Center.

Various instruments were used to evaluate student outcomes.

LEE COUNTY

Lee County Schools
Lee County Courthouse
Fort Myers, Florida 33901

Mr. Ray L. Williams, Superintendent
Mrs. Karen E. Youngblood, Project Director

TITLE: Specific Learning Disabilities: Issues in Programming

Number of Children	Handicap	Period	Amount Awarded
79	Learning Disabled	9-1-69 8-31-70	$ 36,040.00
89	Other Health Impaired	8-19-68 8-31-69	37,276.00
12	Other Health Impaired	3-1-68 6-14-68	2,982.00

ABSTRACT: An instructional program was provided children with a diagnosed specific learning disability.

Objectives of the project were met through the following activities:

1. Objective: Amelioration of learning deficits and acquisition of better academic skills through individualized instruction for the seven children enrolled in the self-contained classroom.

   Activity: The individual classroom was under the direction of one teacher who worked with seven children in terms of the strengths and weaknesses as diagnosed by the psychologist in her assessment and re-assessment of the children.

   a. This class was located in an adequate space and was well equipped with suitable furniture, dividers, bookcases, primary typewriter, tumbling mats, tape recorder, record player, film strip projector, previewer, screen, listening station and headsets, slide projector, language master.

   b. Materials used included many academic resources but also Frostig materials, special phonic materials, visual discrimination materials, different reading materials and a variety of media to interest and motivate these children.

   c. Specific resources used included consultations with the psychologist, the nurse, the classroom teacher, the principal, the phsyical education teacher, adaptive physical education consultant, and the speech therapist as well as the services of the librarian and the library.

   d. Prescriptive individual teaching was provided according to the psychological evaluation and according to

evaluation and re-evaluation of the diagnostic needs of the child.

e. Teachers and parents are welcome to observe from time to time in the classroom. Also, there was frequent consultation with the classroom teacher and the parents. The parents were encouraged to take the child for a physical examination and the parents were advised in ways of working with the child at home, not only pertaining to academic work but also in terms of management of the child and his activities.

f. In order to complete the objectives of helping these children in the self-contained classroom, a period of time was devoted to these children spending part of the day in a regular classroom working very carefully and closely with the classroom teacher so that the child might be prepared to return from the self-contained classroom at the end of this school year into a full time assignment into a regular classroom when the new school year begins.

2. Objective: Amelioration of learning disability and acquisition of better academic skills for fourteen children instructed individually or in small groups, three times per week in sessions about 45 minutes each through the itinerant program.

   Activity: The itinerant program was carried on by one staff member, who traveled to several schools in the county working with fourteen individual children at a certain time and according to a certain schedule. This program was usually carried on in a small room and the furniture would vary from one school to another. However, equipment used included a record player, headset, tape recorder, etc. The materials used, the methods and procedures to a limited degree involved the same type materials and procedures that would be used in a self-contained classroom except on a limited basis.

3. Objective: Better understanding of the individual needs of 58 children with learning disabilities through a program of guidance for the classroom teacher to modify curriculum and to recommend remedial activities for the student diagnosed as having learning disability.

   Activity: The follow-up program was carried on in several schools where the children had been diagnosed as having learning disabilities and the itinerant teacher worked with the teacher of the classroom explaining to her the use of materials such as the Frostig, different approaches for teaching phonics, the use of visual and auditory perceptual materials as she worked with the individual child in the classroom. This served not only as a means of helping the child but also as a means of in-service training for numbers of teachers on the staff. Through parent conferences, there was better understanding and more cooperation on the part of the parents in working with the child with learning disability.

ORANGE COUNTY

Orange County Schools
434 North Tampa Avenue
P. O. Box 271
Tampa, Florida 32802

Mr. James Higginbotham, Superintendent
Mr. George Zimmerman, Project Director

TITLE: Adjustment Teacher for Disturbed Students

Number of Children	Handicap	Period	Amount Awarded
35	Emotionally Disturbed	9-1-69 8-31-70	$ 11,616.00
30	Emotionally Disturbed	9-1-68 8-31-69	10,000.00
28	Emotionally Disturbed	3-1-68 8-31-68	6,269.00

ABSTRACT: Prior to the initiation of this project, provision for students with emotional and social problems at the secondary level were non-existent. Objectives selected for emphasis were:

1. To provide a special class for the emotionally disturbed at the secondary level.

2. To relieve tension permitting the student to achieve success in academic work.

3. To assist the student in social development, emotional control and academic achievement.

4. To help the emotionally disturbed student adjust and re-integrate into the regular classroom.

A teacher-therapist was assigned to work with students individually or in small groups on a part-time basis. Students were recommended for the program by their regular teachers through the guidance department and screening committee.

Various techniques were used to find the best method to deal with each individual student. Operant conditioning techniques were used with all students to increase incidents of positive behavior, resulting in approval by both peers and teachers. This resulted in a better self concept and more appropriate attitudes toward school and authority figures. Separate programs were designed to fit particular needs. Some of the students needed a reduction of external stimuli and to be by themselves in a quiet room away from the felt pressures and demands of the classroom. Frequently, students wanted to talk over their problems and grievances, still other students wanted help in academic areas.

Flexibility in the program allowed these needs to be met rather than to rigidly schedule specific activities.

Tutoring was used to make up academic deficiencies when remediation was felt beneficial to the student's total stability. Many times, self-concept was improved through academic improvement.

The guidance department was very helpful in screening students for the program as well as assistance in providing information. During the first and second years of the program, the guidance department also held conferences with the students.

The Learning Disabilities Center was extremely helpful during all three years of the program. A conference was held every two weeks with two psychologists.

A psychologist tested those individuals who were requested for testing by the adjustment teacher. This psychologist was available for consultation at all times.

The following were specific techniques used:

1. Individual counseling.
2. Group counseling using problem situations.
3. Behavior checklists (taken to regular classrooms).
4. Play therapy.
5. Psychodrama.
6. Remedial reading techniques.
7. Listening techniques.
8. Oral language techniques (increased vocabulary, and voice production).
9. Academic instruction (in compliance with regular classroom plans).
10. Working with regular teaching staff (methods to be used with students, as well as progress in academics).
11. Conferences and continuous advisement with parents.
12. Working with administration.

The following types of students were served by the program at all times:

1. Students who because of uncontrolled emotional tension could not withstand the stimulation of the regular classroom at all times.

2. Children with "explosive" behavior, whether from emotional build-up or brain damage or other causes.

3. Under-achievers if the cause was emotional or organic.

4. Children who had difficulty coping with social situations regardless of the cause.

PALM BEACH COUNTY

Palm Beach County
Board of Public Instruction
3323 Belvedere Road
West Palm Beach, Florida 33402

Mr. Lloyd F. Early, Superintendent
Mrs. Marjorie Click, Project Director

TITLE: Program for Visually Limited Children

Number of Children	Handicap	Period	Amount Awarded
275	Visually Impaired	9-1-69 8-31-70	$ 10,990.00
12	Visually Impaired	9-1-68 8-31-69	10,750.00
8	Visually Impaired	9-1-67 8-30-68	6,472.00

ABSTRACT: The major objective of the project was to broaden the educational program for the child with a visual loss, in order to insure his being a contributing, tax-paying citizen of the United States.

Outcomes of the project were:

1. A library of Braille and large print books and records was established.

2. Equipment was furnished to provide a loan resource in order that students could check out tape recorders, record players, or typewriters.

3. Experiences were given students in shopping and preparing food; also instruction in eating and table manners. After training, students ate in cafeterias, restaurants, and drive-in eating establishments.

4. Experiences in travel were provided (bus travel in city and out of city). Trips to the airport and airlines took students through a plane. At the terminal, they learned how to purchase a ticket, check their baggage, how much luggage can be carried on and where it is stored on the plane.

5. Volunteer help in mobility training was provided. Some was furnished by trained blind people and some by trained sighted people.

6. Summer "Day Camp" activities and field trip experiences were used to broaden the visually limited students' knowledge of the sighted world.

7. A survey of all visually limited students who formerly attended the program. An evaluation was made of the relationship between school experiences and real life adjustment.

PASCO COUNTY

Pasco County School Board
115 Courthouse
Dade City, Florida 33525

Mr. Chester W. Taylor, Jr., Superintendent
Mr. Horace Allen, Project Director
Mr. E. Glen Jackson, Project Administrator

TITLE: Pasco County Trainable Children

Number of Children	Handicap	Period	Amount Awarded
16	Trainable Mentally Retarded	9-1-69 8-31-70	$ 8,942.00
16	Trainable Mentally Retarded	9-1-68 8-31-69	9,800.00
Planning		3-1-68 6-12-68	9,245.00

ABSTRACT: An instructional program was provided trainable mentally retarded children. Objectives of the project were:

1. To train the children to perform single personal tasks for themselves.
2. To train the children in manipulative skills.
3. To teach children objective recognition in accordance with their abilities.
4. To increase the children's communicative skills.
5. To improve the children's self-image.
6. To broaden the children's social interaction skills.

Evaluation indicated children were successful in accomplishing simple personal tasks and could perform physical and manipulative skills. Many were able to recognize safety signs, numbers 1 to 10 and pictures of objects. They successfully told stories of their own life experiences. The majority were able to perform chores beneficial to the whole group. Social interaction through singing and dancing was successfully developed.

POLK COUNTY

School Board of Polk County
P. O. Box 391
Bartow, Florida 33830

Mr. W. W. Read, Superintendent
Mr. Ralph Diaz, Project Director
Mrs. Mabel Wunderlick, Project Administrator

TITLE: A Special Educational Program for Deaf Children

Number of Children	Handicap	Period	Amount Awarded
16	Deaf	9-1-69 8-31-70	$ 11,453.00
14	Deaf	7-1-68 9-31-69	21,186.00
9	Deaf	5-15-68 8-31-68	13,211.00

ABSTRACT: A program was provided to strengthen all forms of communication available to the preschool deaf child to compensate for hearing and speaking deficiencies.

A trained teacher was employed to conduct the program and was assisted by an aide. The program was housed in a specially prepared classroom in the First Presbyterian Church of Winter Haven. Special audio instruments and electronic equipment specifically designed to serve the deaf were utilized. A variety of consumable and instructional materials suitable for this age level were provided for enrichment.

Special behavioral objectives were:

1. The child will be able to read lips as evidenced by his ability to carry out simple oral commands from the teacher.

2. The children will communicate orally as evidenced by their ability to make simple voice responses to specific oral requests from the teacher.

The program emphasized verbal language development and sensory developmental skills. Because of the nature of this area of exceptionality, particular attention was devoted to visual and tactile experiences. By stimulation through directed and free play, these children learned, if capable, to read lips and to make voice responses to as much stimuli as they were capable of perceiving.

The specific behavioral objectives were attained through the educational activities of the program. The observable behavior required provided the basis for determining the extent to which the project objectives had

been achieved. Observation techniques measured the child's ability to read lips and make voice responses. Evaluation was constant and continuing by the teacher, audiologist, and supervisors concerned. Case histories, logs, and anecdotal records were kept by the Coordinator of Exceptional Children, Coordinator of Elementary Education and Coordinator of Kindergarten Programs. Tests used were "Draw-a-Man," TMR Performance Profile and Metropolitan Readiness Tests.

Parents received counseling and participated in family activities throughout the program. These include conferences, films, filmstrips, and lectures by competent authorities.

SANTA ROSA COUNTY

Santa Rosa County School Board
P. O. Box 271
Milton, Florida 32570

Mr. Radford M. Locklin, Superintendent
Mr. Jerry G. Vaughan, Project Director

TITLE: Improvement of Educational Programs for the Handicapped

Number of Children	Handicap	Period	Amount Awarded
42	Educable Mentally Retarded	9-1-69 8-31-70	$ 40,714.00
40	Educable Mentally Retarded	9-1-68 8-31-69	44,973.00
100	Educable Mentally Retarded	4-1-68 8-1-68	8,196.00

ABSTRACT: The objectives of this project were:

1. To identify and evaluate exceptional children;
2. To initiate and complete testing program for the county exceptional child program;
3. To develop a curriculum guide for the EMR classes in Santa Rosa County;
4. To improve assessment and keep state Department of Education personnel informed;
5. To make special provisions for physical examinations;
6. To improve liaison between school and home; and
7. To upgrade teacher performance.

The following activities helped to accomplish these objectives:

1. Improved referrals from teachers and employment of a psychological and educational evaluator;
2. Pre and post achievement testing;
3. Monthly in-service training meetings were held with teachers, conducted by committees and consultants;
4. Close assessment of programs and communication with the State Department of Education;
5. Physical examinations were given exceptional children who indicated ill health;
6. Records and reports of home visitations were analyzed by teacher for a better understanding of the students; and
7. Close consultant contact with the teachers and aides was accomplished.

A curriculum for educable mentally retarded students was developed. For each of the areas, the committee prepared a skeleton outline listing essential knowledges to be taught. Committees were formed for each area and prepared a list of suggested activities which the teachers used to implement the teaching of the curriculum.

VOLUSIA COUNTY

Volusia County
Board of Public Instruction
Box 2118
DeLand, Florida 32720

Mr. Raymond Dunne, Superintendent
Mr. Raymond Dunne, Project Director
Dr. Annie W. Ward, Program Administrator

TITLE: Project BRIDGE - Basic Rehabilitation Involving Disabling Gaps in Education

Number of Children	Handicap	Period	Amount Awarded
46	Other Health Impaired	9-1-69 8-31-70	$ 39,322.00
50	Other Health Impaired	8-22-68 8-31-69	41,525.00
28	Other Health Impaired	3-1-68 8-31-68	20,000.00

ABSTRACT: An instructional program for children with specific learning disabilities was provided. Objectives of the program were:

1. To maintain present classes for children with severe learning disabilities and to extend this service into as many schools as possible.

2. To develop basic academic skills through the use of individualized, specialized materials and techniques.

3. To help children gain self-confidence and build better self-concepts by providing successful school experiences.

4. To develop perceptual and motor skills through classroom activities.

5. To prepare children for return to the regular educational program if and when possible.

6. To develop organizational and classroom management techniques for ameliorating specific learning problems.

7. To increase among instructional and supervisory personnel the understanding of the nature of specific disabilities.

Through the regular referral and psychological services, a number of children with severe learning disabilities had been identified. These children were meeting with complete failure and frustration in the regular classroom situation. The following criteria was used in selecting the children for Learning Disabilities Classrooms:

1. Children must be within the average or above-average range of intellectual abilities, as measured by individual psychological testing.

2. Children must show an educationally significant discrepancy between their measured intellectual potential and their actual level of performance as measured by diagnostic achievement tests. (Because of the large number of children needing service, only non-readers or children at least two years below grade level were accepted.)

The following diagnostic instruments were used in screening children for class placement and in determining prescriptive learning programs to be followed in the learning disability classroom:

1. Wechsler Intelligence Scale for Children
2. Wechsler Preschool and Primary Scale of Intelligence
3. Stanford-Binet Test
4. Frostig Test of Visual Perception
5. Diagnostic Reading Scales
6. Wide Range Achievement Test
7. Detroit Test of Learning Aptitude
8. Rorschach Test
9. Human Figure Drawings
10. House-Tree-Person
11. Illinois Test of Psycholiguistic Ability
12. Hand-Eye Dominance Tests
13. Telebinocular and Audiometric Testing
14. Purdue Motor Survey
15. Gates Associative Test
16. Bender Gestalt Test
17. Ayres Space Test
18. Benton Visual Retention Test
19. Neurological Testing as needed or available.

No child was given all of the above diagnostic instruments; instead tests were selected which might help to clarify a child's particular strengths and weaknesses.

Evaluation of project activities showed gain in all areas. Test data was submitted to support outcomes of the project.

PROJECT ABSTRACTS

FISCAL YEAR 1969

BROWARD COUNTY

Broward County Schools
P. O. Box 8369
1320 Southwest 4th Street
Fort Lauderdale, Florida 33310

Mr. Ralph Staten, Superintendent
Dr. Robert Wieland, Project Director

TITLE: Identification of Suspected Exceptional Children

Number of Children	Handicap	Period	Amount Awarded
100	Educable/Trainable Mentally Retarded	6-23-69 8-29-69	$ 4,102.00

ABSTRACT: Psychological evaluations were provided children suspected of being handicapped. The ultimate objective was special class placement and/or educational planning for individual pupils. Techniques applied were those standard with such instruments as the Binet, Wechsler Series, the Bender, Borschach, Wide Range Achievement Test and/or other appropriate instruments. Evaluations completed in the project identified eight-five educable retarded pupils and fourteen trainable retarded pupils. No multiple handicaps were identified. Three psychologists were employed.

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CALHOUN COUNTY

Calhoun County Schools
314 East Central Avenue
Blountstown, Florida 32424

Mr. Howard Johnson, Superintendent
Mrs. Jeanette Johnson, Coordinator

TITLE: Assessment of Handicapped Children - Writing Curriculum Guide

Number of Children	Handicap	Period	Amount Awarded
30	Trainable/Educable Mentally Retarded Seriously Emotionally Disturbed	6-23-69 8-1-69	$ 4,020.00

ABSTRACT: Identification of handicapped children and program planning was provided. Project activities included: (a) assessment; (b) parent counseling; (c) planning for teacher in-service training; and (d) curriculum development. Two teachers were employed.

COLLIER COUNTY

Collier County Public Schools
Courthouse
Naples, Florida 33940

Mr. John A. Murphy, Superintendent
Mr. Gary T. Church, Project Director

TITLE: Total Instruction Effort for Retarded Children through Positive Home-School Cooperation

Number of Children	Handicap	Period	Amount Awarded
60	Educable Mentally Retarded Speech Impaired	6-12-69 7-25-69	$ 5,000.00

ABSTRACT: Techniques were provided to involve both home and school in the development of retarded children. Procedures included (a) classroom instruction provided by two teachers of the EMR; (b) speech therapy provided by a therapist; (c) EMR Curriculum Guide productions; (d) in-service training on parent interviews and understanding psychological reports; (e) use of video TV; and (f) home visits by EMR teachers, totaling seventy-five visits. The results indicated a positive reaction by teachers to home visits as a result of in-service training; a curriculum guide was produced and disseminated in the county and state department; and some behavioral change among the children was measured.

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DESOTO AND HIGHLANDS COUNTIES

DeSoto County School Board
Courthouse
Arcadia, Florida 33821

Highlands County School Board
Courthouse
Sebring, Florida 33870

Mr. George Douglass, Superintendent
Highlands County
Mr. Charles Weaver, Superintendent
DeSoto County
Mrs. Marilyn Mizell, Project Director
DeSoto County
Mr. T. R. Johnson, Jr., Project Director
Highlands County

TITLE: Educational Diagnosis and Prescription for Suspected Exceptional Children

Number of Children	Handicap	Period	Amount Awarded
150	Trainable/Educable Mentally Retarded Seriously Emotionally Disturbed	5-26-69 8-31-69	$ 5,000.00

ABSTRACT: Suspected exceptional children were diagnosed and learning tasks were prescribed. Of the one hundred fifty identified, eleven were diagnosed TMR, seventy-six EMR, and three as seriously emotionally disturbed. Procedures for evaluating, prescribing, and case staffing were determined by the team composed of psychologists, an educational diagnostician, and special education teachers. Individual prescriptions were developed for remedial teaching during the next school year.

HILLSBOROUGH COUNTY

Hillsborough County Schools
P. O. Box 3404
Tampa, Florida 33601

Dr. Raymond O. Shelton, Superintendent
Mr. Jack R. Lamb, Project Director

TITLE: Language Arts Curriculum Workshop for EMR Teachers

Number of Children	Handicap	Period	Amount Awarded
19 Teachers	Educable Mentally Retarded	6-20-69 7-11-69	$ 10,547.25

ABSTRACT: A five-week workshop for nineteen EMR teachers was provided. Teachers developed behavioral objectives for a sequential language arts curriculum. Materials developed were distributed to all teachers of EMR students in the county. Consultants were employed to direct workshop activities.

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LIBERTY COUNTY

Liberty County School Board
Bristol
Florida 32321

Mr. O. B. Shuler, Superintendent
Mr. E. Moody Eldridge, Project Director

TITLE: Improving Communication with EMR

Number of Children	Handicap	Period	Amount Awarded
35	Educable Mentally Retarded	6-23-69 7-25-69	$ 1,692.00

ABSTRACT: Opportunities were provided for EMR students to gain experiences and skills in verbal and visual expression through talking, reading, writing, and illustrations. Conferences were held for individual parents and parent groups. Various teaching machines and materials were used to teach fundamental language arts skills. Music and art were coordinated with language arts activities. Students were divided into two groups so that all could be provided instruction by the one teacher employed.

OKALOOSA COUNTY

Board of Public Instruction
County Courthouse
Crestview, Florida 32536

Mr. Max Bruner, Jr., Superintendent
Mr. Don Britt, Project Director

TITLE: Screening, Assessment, and Identification of Special Education Students and Referrals

Number of Children	Handicap	Period	Amount Awarded
318	Trainable/Educable Mentally Retarded	6-1-69 8-31-69	$ 3,725.00

ABSTRACT: A screening process was developed to alleviate the backlog of individual testing needs. Recommendations for proper placement, additional diagnosis or re-testing was based upon the data obtained by services of two screening and referral specialists, one psychologist and one secretary as employed members of the staff. One additional testing specialist was employed by the county to assist in the project.

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PASCO COUNTY

Pasco County School Board
115 County Courthouse
Dade City, Florida 33525

Mr. Chester W. Taylor, Jr., Superintendent
Mr. E. Glen Jackson, Project Director

TITLE: Trainable Mentally Retarded Recreational Program

Number of Children	Handicap	Period	Amount Awarded
8	Trainable Mentally Retarded	6-19-69 8-31-69	$ 2,379.00

ABSTRACT: A summer recreational program was provided trainable children to develop gross motor coordination. Activities included miniature golf, horse-shoes, ball games, balance games, swimming, and bowling. Community understanding of the needs of retarded children was gained. Volunteer assistance from parents and resource people in the community helped to enrich the program. Two instructors were employed.

PINELLAS COUNTY

Pinellas County Schools
4960 78th Avenue, North
Pinellas Park, Florida 33565

Dr. Thomas B. Southard, Superintendent
Mr. Paul B. Stephens, Jr., Project Director

TITLE: In-Service Program for Perceptive Teaching Methods and Materials for Specific Learning Disabilities

Number of Children	Handicap	Period	Amount Awarded
7	Other Health Impaired	1-1-69 6-30-69	$ 13,188.00
50	Other Health Impaired	6-12-68 7-26-68	16,240.00

ABSTRACT: During the summer of 1968, a six week Title VI Project Workshop was carried out within the Special Education Department of Pinellas County to explore methods and materials for coping with specific learning disabilities. An educational specialist in the area of learning disabilities and behavior modification was employed to work with six learning disabled children in a demonstration teaching situation. Sixteen exceptional child educators participated in the program. At first, the demonstration teaching was viewed on video tape. Later, the teachers observed within the classroom. Each afternoon, the classroom program was analyzed, reviewed on video tape and discussed for future individualized program planning. Each teacher was assigned a child for whom to design program materials, individually tutored a child at planned intervals and planned group lessons which were presented by the demonstration teacher or televised for the class. Behavior modification techniques were utilized with various approaches considered by workshop participants as the project progressed.

In-service activities were continued during the school year 1968-69. Through the use of two relief teachers, also involved in the training program, teachers were given released time on a rotation basis to participate in the training program. Phase I was self-study and small group sessions on the specific learning child and approaches to him. Phase II involved training in testing. This was done through observations of the assigned psychologists in the testing situation followed by training in interpretation of what was observed. Phase III involved the teacher's administration of selected instruments to children under the tutelage of the psychologist. Phase IV was the final selection of children who met definition of specific learning disabled. This involved teacher, consultant in specific learning disabilities, psychologist and other team members as needed. Following this, Phase V was the diagnosis of educational strengths and weaknesses, and the design of materials and production of programs for the child. These programs were then applied in a one-to-one teaching situation by the trainee in a learning laboratory. Programs were re-studied in light of pupil progress, and daily revised or continued. Toward the end of the school year, a final post-test was given to those children who participated for sufficient time in the project. This project is being continued under a Title III Grant.

ST LUCIE COUNTY

St. Lucie County Schools
P. O. Box 490
Fort Pierce, Florida 33450

Mr. J. Walter Hebb, Superintendent
Mr. Robert S. Black, Project Director

TITLE: A Summer Program for Primary and Intermediate Emotionally Disturbed Children We Are Not Currently Servicing

Number of Children	Handicap	Period	Amount Awarded
13	Seriously Emotionally Disturbed	6-16-69 7-25-69	$ 1,422.00

ABSTRACT: Children with emotional disturbances were provided an instructional program. Objectives were (a) to differentiate situationally disturbed children from the seriously emotionally disturbed; (b) to provide psychological and medical examinations; and (c) to help the children cope with problems. A behavior modification approach was used with anecdotal recording for "pin-pointing" behavior patterns. Staff participating in the project was one teacher, one aide, one school psychologist, and one administrator.

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UNION COUNTY

Union County School Board
P. O. Box 128
Lake Butler, Florida 32054

Mr. James H. Cason, III, Superintendent
Mrs. Gwen Johnston, Project Director

TITLE: Precision Teaching of Speech Correction

Number of Children	Handicap	Period	Amount Awarded
15	Speech Impaired	6-23-69 8-1-69	$ 3,487.00

ABSTRACT: Techniques of environmental management used to modify speech sound production was demonstrated in a variety of instructional settings. Three experiments were conducted using precision teaching and behavior modification. Professional personnel included an exceptional child teacher, a kindergarten teacher, a speech clinician, and a volunteer graduate student in speech pathology. Project data was submitted to the Journal of Speech and Hearing Research for publication.

WAKULLA COUNTY

Board of Public Instruction
P. O. Box 98
Crawfordville, Florida 32327

Mr. William M. Payne, Superintendent
Mrs. Jennifer Howse, Project Director

TITLE: Wakulla County Summer Speech Therapy Program

Number of Children	Handicap	Period	Amount Awarded
64	Speech Impaired	5-23-69 8-15-69	$ 3,830.00

ABSTRACT: Speech impaired children were identified and were provided therapy. A team of speech therapists did a diagnostic examination of each child during the first week of the program and from these, the mildest cases dropped. Three therapists and two teachers functioned with the remaining children. Speech skill and language acquisition was measured by pre and post testing. County speech needs were documented.

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WASHINGTON COUNTY

Washington County School Board
P. O. Drawer 647
Chipley, Florida 32428

Dr. Al Lowe, Superintendent
Mrs. Thelma Wood, Project Director

TITLE: Preschool Language Development Program

Number of Children	Handicap	Period	Amount Awarded
21	Other Health Impaired	6-9-69 8-1-69	$ 3,050.00

ABSTRACT: Children with language difficulties were assisted to improve their language competence and parents were provided training to work with their children in ways that enhance language development. A multi-approach involving the use of the Peabody Materials, Fitzgerald Key, and Bereiter-Englemann method was used. Two teacher aides and one speech clinician administered the training and parent instruction. Results of pre and post tests revealed a growth range from one month to a year and three months. In all instances, each child showed growth as measured by post tests.

PROJECT ABSTRACTS

FISCAL YEAR 1968

BROWARD COUNTY

Broward County Schools
1320 S. W. 4th Street
Fort Lauderdale, Florida 33310

Dr. Myron Ashmore, Superintendent
Dr. Robert Wieland, Project Director

TITLE: Exceptional Child Summer Recreation Program

Number of Children	Handicap	Period	Amount Awarded
180	Varying Disabilities	7-1-68 8-15-68	$ 3,510.00

ABSTRACT: An individually prescribed recreational program was provided for 180 exceptional children with varying disabilities between the ages of seven and fourteen. Activities consisted of arts and crafts, creative play, swimming, group singing, dancing, films, and field trips. Objectives were (a) to provide healthy and wholesome recreation for each child; (b) to keep the children off the streets and out of trouble; (c) to provide relief for parents during the hot summer months; (d) to teach certain social skills such as getting along with others, following directions, taking supervision, and completing a task; and (e) to teach safety skills. Personnel included twelve teachers, fourteen foster grandparent aides, and one secretary.

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DADE COUNTY

Dade County Schools
1410 N. E. 2nd Avenue
Miami, Florida 33132

Dr. E. L. Whigham, Superintendent
Miss Dorothy L. Ozburn, Special Education Coordinator

TITLE: Perceptual Motor Development Program

Number of Children	Handicap	Period	Amount Awarded
117	Varying Disabilities	6-17-68 7-26-68	$ 5,975.00

ABSTRACT: Children with diagnosed learning disabilities were provided a remedial program. Objectives were (a) to observe existing programs; (b) to research new materials and innovative ideas; and (c) to develop appropriate sequential curricula for use in the in-service of special education and work with children in the area of learning disabilities (covering the areas of the emotionally disturbed, the retarded, and the culturally disadvantaged). Personnel included two teachers and one secretary.

DADE COUNTY

Dade County Schools
1410 N. E. 2nd Avenue
Miami, Florida 33132

Dr. E. L. Whigham, Superintendent
Miss Dorothy L. Ozburn, Special Education Coordinator

TITLE: Master Demonstration Teachers in the Area of Mentally Retarded

Number of Children	Handicap	Period	Amount Awarded
168	Varying Disabilities	6-17-68 7-26-68	$ 5,716.00

ABSTRACT: Two master teachers were provided to work with special education teachers in language arts, arithmetic, handcrafts, and other areas. Activities consisted of (1) observation and participation in summer programs provided by the Dade County Schools; (2) demonstration of new materials; (3) selection and evaluation of materials; and (4) curriculum development for mentally retarded children. Information obtained from psychologists, speech therapists, and reading clinicians provided background information for the development of appropriate curricula.

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ESCAMBIA COUNTY

Escambia County Schools
P. O. Box 1470
Pensacola, Florida 32502

Mr. J. E. Hall, Superintendent
Mr. E. L. Bowers, Project Director

TITLE: Feasibility Study for Establishment of Class for Deaf Children

Number of Children	Handicap	Period	Amount Awarded
24	Deaf	6-15-68 8-30-68	$ 2,000.00

ABSTRACT: A feasibility study was made to determine the number of children between the ages of four and seven with severe hearing impairment for whom a special program was needed. Case studies were conducted and audiological examinations provided. Twenty-four children were tested for severe hearing loss. Of these, five children were recommended for regular school placement with preferential seating arrangements; five children were recommended for return to the St. Augustine School for the Deaf because of their age; and fourteen children were deemed ineligible for a special program for the deaf in the local school system as per this project. Personnel included a school social worker and the services of an audiologist.

HILLSBOROUGH COUNTY

Hillsborough County Schools
P. O. Box 3408
Tampa, Florida 33601

Mr. Jack R. Lamb, Director
Exceptional Child Education

TITLE: EMR Demonstration Class

Number of Children	Handicap	Period	Amount Awarded
15	Educable Mentally Retarded	4-25-68 6-12-68	$ 7,623.00

ABSTRACT: A demonstration class was conducted to provide in-service activities for county personnel and students from the University of South Florida. Instruction was provided fifteen educable mentally retarded students by a certified teacher and a teacher assistant. Activities included the demonstration of materials, media, and methodology used in the instruction of EMR students.

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HILLSBOROUGH COUNTY

Hillsborough County Schools
P. O. Box 3408
Tampa, Florida 33601

Mr. Jack R. Lamb, Director
Exceptional Child Education

TITLE: Deaf Program - Exceptional Child Education

Number of Children	Handicap	Period	Amount Awarded
86	Deaf/Hard of Hearing	4-8-68 6-30-68	$ 7,779.00

ABSTRACT: Activities were provided to expand services to hearing impaired children by (1) the completion of equipping five classrooms with auditory training equipment; (2) the addition of visual aid and teaching materials and their preservation; and (3) the provision of training for teachers and parents through workshop meetings.

PALM BEACH COUNTY

Palm Beach County Schools
3323 Belvedere Road
West Palm Beach, Florida 33401

Mr. Robert W. Fulton, Superintendent
Mrs. Marjorie Crick, Project Director

TITLE: Summer Program for Educable Mentally Retarded

Number of Children	Handicap	Period	Amount Awarded
50	Educable Mentally Retarded	6-19-68 8-16-68	$ 5,664.00

ABSTRACT: A summer program of instruction was provided to re-inforce and extend the development of academic, physical, and manual skills of EMR students. The objective was to provide a continuing program for EMR students who were found to lose much of their special education class benefits during the summer months. Evaluative data included pre and post testing of subjects, comparative samples, and parent polls. Positive retention trends were found. Personnel included three teachers and three teacher aides.

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SARASOTA COUNTY

Sarasota County Schools
2418 Hatton Street
Sarasota, Florida 33577

Mr. Herbert P. Field, Chairman
Mr. Basil S. White, Project Director

TITLE: Planning and In-Service Training for a Centralized School for the Intellectually Disabled

Number of Children	Handicap	Period	Amount Awarded
16	Educable Mentally Retarded	7-8-68 8-2-68	$ 16,500.00

ABSTRACT: In-service activities were provided by a master teacher who conducted a demonstration class for thirty-three teachers. The primary objective of the program was to enable teachers to improve their methods of teaching mentally retarded children. University course work was offered in conjunction with the program.

APPENDIX

Public Law 91-230
91st Congress, H. R. 514
April 13, 1970

TITLE VI--EDUCATION OF THE HANDICAPPED

PART A--General Provisions

SHORT TITLE

SEC. 601. This title may be cited as the "Education of the Handicapped Act."

DEFINITION

SEC. 602. As used in this title--

(1) The term "handicapped children" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education and related services.

PART B--Assistance to States for Education of Handicapped Children

AUTHORIZATION

SEC. 611. (a) The Commissioner is authorized to make grants pursuant to the provisions of this part for the purpose of assisting the States in the initiation, expansion, and improvement of programs and projects for the education of handicapped children at the preschool, elementary school, and secondary school levels.

(b) For the purpose of making grants under this part there is authorized to be appropriated $200,000,000 for the fiscal year ending June 30, 1971, $210,000,000 for the fiscal year ending June 30, 1972, and $220,000,000 for the fiscal year ending June 30, 1973.

ALLOTMENT OF FUNDS

SEC. 612. (a) (1) There is hereby authorized to be appropriated for each fiscal year for the purpose of this paragraph an amount equal to not more than 3 per centum of the amount appropriated for such year for payments to States under section 611(b). The Commissioner shall allot the amount appropriated pursuant to this paragraph among--

(A) Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands, according to their respective needs, and

(B) for each fiscal year ending prior to July 1, 1972, the Secretary of the Interior, according to the need for such assistance for the education of handicapped children on reservations serviced by elementary and secondary schools operated for Indian children by the Department of the Interior and the terms upon which payments for such purposes shall be made to the Secretary of the Interior shall be determined pursuant to such criteria as the Commissioner determines will best carry out the purpose of this part.

(2) From the total amount appropriated pursuant to section 611 (b) for any fiscal year the Commissioner shall allot to each State an amount which bears the same ratio to such amount as the number of children aged three to twenty-one, inclusive, in the State bears to the number of such children in all the States, except that no State shall be allotted less than $200,000 or three-tenths of 1 per centum of such amount available for allotment to the States, whichever is greater. For purposes of this paragraph and subsection (b), the term "State" shall not include the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, or the Trust Territory of the Pacific Islands.

(b) The number of children aged three to twenty-one, inclusive, in any State and in all the States shall be determined, for purposes of this section, by the Commissioner on the basis of the most recent satisfactory data available to him.

(c) The amount of any State's allotment under subsection (a) for any fiscal year which the Commissioner determines will not be required for that year shall be available for reallotment, from time to time and on such dates during such year as the Commissioner may fix, to other States in proportion to the original allotments to such States under subsection (a) for that year, but with such proportionate amount for any such other States being reduced to the extent it exceeds the sum the Commissioner estimates such State needs and will be able to use for such year; and the total of such reductions shall be similarly reallotted among the States whose proportionate amounts were not so reduced. Any amount reallotted to a State under this subsection during a year shall be deemed part of its allotment under subsection (a) for that year.

STATE PLANS

SEC. 613. (a) Any State which desires grants under this part shall submit to the Commissioner through its State educational agency a State plan (not part of any other plan) in such detail as the Commissioner deems necessary. Such State plan shall--

(1) set forth such policies and procedures as will provide satisfactory assurance that funds paid to the State under this part will be expended (A) either directly or through individual, or

combinations of, local educational agencies, solely to initiate, expand, or improve programs and projects, including preschool programs and projects, (i) which are designed to meet the special educational and related needs of handicapped children throughout the State, and (ii) which are of sufficient size, scope, and quality (taking into consideration the special educational needs of such children) as to give reasonable promise of substantial progress toward meeting those needs, and (B) for the proper and efficient administration of the State plan (including State leadership activities and consultative services), and for planning on the State and local level: Provided, That the amount expended for such administration and planning shall not exceed 5 per centum of the amount allotted to the State for any fiscal year or $100,000 ($35,000 in the case of the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands), whichever is greater;

(2) provide satisfactory assurance that, to the extent consistent with the number and location of handicapped children in the State who are enrolled in private elementary and secondary schools, provision will be made for participation of such children in programs assisted or carried out under this part;

(3) provide satisfactory assurance that the control of funds provided under this part, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this part, and that a public agency will administer such funds and property;

(4) set forth policies and procedures which provide satisfactory assurance that Federal funds made available under this part will be so used as to supplement, and, to the extent practical, increase the level of State, local, and private funds expended for the education of handicapped children, and in no case supplant such State, local and private funds;

(5) provide that effective procedures, including provision for appropriate objective measurements of educational achievement, will be adopted for evaluating at least annually the effectiveness of the programs in meeting the special educational needs of, and providing related services for, handicapped children;

(6) provide that the State educational agency will be the sole agency for administering or supervising the administration of the plan;

(7) provide for (A) making such reports, in such form and containing such information, as the Commissioner may require to carry out his functions under this part, including reports of the objective measurements required by clause (5) of this subsection, and (B) keeping such records and for affording such access thereto as the Commissioner may find necessary to assure

the correctness and verification of such reports and proper disbursement of Federal funds under this part;

(8) provide satisfactory assurance that such fiscal control and fund accounting procedures will be adopted as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid under this part to the State, including any such funds paid by the State to local educational agencies;

(9) provide satisfactory assurance that funds paid to the State under this part shall not be made available for handicapped children eligible for assistance under section 103 (a) (5) of Title I of the Elementary and Secondary Education Act of 1965;

(10) provide satisfactory assurance that effective procedures will be adopted for acquiring and disseminating to teachers of, and administrators of programs for, handicapped children significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(11) contain a statement of policies and procedures which will be designed to insure that all education programs for the handicapped in the State will be properly coordinated by the persons in charge of special education programs for handicapped children in the State educational agency.

(b) The Commissioner shall approve any State plan which he determines meets the requirements and purposes of this part.

(c) (1) The Commissioner shall not approve any State plan pursuant to this section for any fiscal year unless the plan has, prior to its submission, been made public as a separate document by the State educational agency and a reasonable opportunity has been given by that agency for comment thereon by interested persons (as defined by regulation). The State educational agency shall not finally disapprove any plan submitted under this section or any modification thereof, without first affording the State educational agency submitting the plan reasonable notice and opportunity for a hearing.

(2) Whenever the Commissioner, after reasonable notice and opportunity for hearing to such State agency, finds--

(A) that the State plan has been so changed that it no longer complies with the provisions of this part, or

(B) that in the administration of the plan there is a failure to comply substantially with any such provision or with any requirements set forth in the application of a local educational agency approved pursuant to such plan,

the Commissioner shall notify the agency that further payments will not be made to the State under this part (or in his discretion, that further payments to the State will be limited to programs or projects under the State plan, or portions thereof, not affected to the failure) until he is satisfied that there is no longer any such failure to comply. Until he is so satisfied, the Commissioner shall make no further payments to the State under this part (or shall limit payments to programs or projects under, or parts of, the State plan not affected by the failure, or payments by the State educational agency under this part shall be limited to local educational agencies not affected by the failure, as the case may be).

(d) (1) If any State is dissatisfied with the Commissioner's final action with respect to the approval of its State plan submitted under subsection (a) or with his final action under subsection (c), such State may, within sixty days after notice of such action, file with the United States court of appeals for the circuit in which such State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of title 28, United States Code.

(2) The findings of fact by the Commissioner, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall certify to the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

(3) The court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

PAYMENTS

SEC. 614. From the amounts allotted to each State under this part, the Commissioner shall pay to that State an amount equal to the amount expended by the State in carrying out its State plan.

TITLE VI FUNDING

Cost In Dollars By Project

COUNTY	F.Y. 1971	F.Y. 1970	F.Y. 1969	F.Y. 1968	TOTALS
Alachua		13,646.00	19,346.00	13,424.00	46,416.00
Bay	55,200.00	51,439.00	61,819.00	22,995.00	191,453.00
Broward			4,102.00		4,102.00
Broward				3,510.00	3,510.00
Calhoun			4,020.00		4,020.00
Charlotte	30,478.00				30,478.00
Charlotte		10,939.00	13,326.00	6,493.00	30,758.00
Collier			5,000.00		5,000.00
Columbia		17,886.00	15,756.00	8,000.00	41,642.00
Dade	115,000.00	118,089.00	68,435.00		301,524.00
Dade				5,975.00	5,975.00
Dade				5,716.00	5,716.00
DeSoto & Charlotte	53,235.00				53,235.00
DeSoto & Highlands			5,000.00		5,000.00
Duval	94,500.00	91,748.00	68,365.00	21,728.00	276,341.00
Escambia				2,000.00	2,000.00
Hamilton (Multi-Counties)	19,200.00	17,887.10	15,763.41	13,608.00	66,458.51
Hillsborough			10,547.25		10,547.25
Hillsborough				7,623.00	7,623.00
Hillsborough				7,779.00	7,779.00
Jackson/Calhoun/Liberty	23,440.00	21,905.00	23,993.00	19,149.38	88,487.38
Lee		36,040.00	37,276.00	2,982.00	76,298.00
Leon	84,000.00				84,000.00
Levy/Dixie	24,950.00	41,200.00	42,200.00	9,950.00	118,300.00
Liberty			1,692.00		1,692.00
Okaloosa			3,725.00		3,725.00
Orange	39,408.00	31,616.00	41,458.00	39,361.00	151,843.00
Orange		11,616.00	10,000.00	6,269.00	27,885.00
Palm Beach		10,990.00	10,750.00	6,472.00	28,212.00
Palm Beach				5,664.00	5,664.00
Pasco		8,942.00	9,800.00	9,245.00	27,987.00
Pasco			2,379.00		2,379.00
Pinellas			13,188.00	16,240.00	29,428.00
Polk		11,453.00	21,186.00	13,211.00	45,850.00
Santa Rosa		40,714.00	44,973.00	8,196.00	93,883.00
Sarasota				16,500.00	16,500.00
St. Lucie			1,422.00		1,422.00
Union			3,487.00		3,487.00
Volusia		39,322.00	41,525.00	20,000.00	100,847.00
Wakulla			3,830.00		3,830.00
Washington/Holmes/Walton	91,104.00	92,914.00	60,500.00	30,000.00	274,518.00
Washington			3,050.00		3,050.00
TOTALS	630,515.00	668,346.10	667,913.66	322,090.38	2,288,865.14